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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) marital communication; (2) aspects of dyadic communication, including self-disclosure, trust, dominance versus recessiveness, and influence of sex role orientation on initial interactions within same sex dyads; (3) nonverbal communication, including inferences drawn from nonverbal cues and the assessment of nonverbal communication in global aphasia; (4) the communication behavior of such groups as young children, elderly women, junior high school students, and gifted students; (5) development and field-testing of a descriptive/prescriptive interpersonal communication model; (6) parent/child communication; (7) communication in group psychotherapy and encounter groups; (8) cross-cultural communication; (9) conversational style; (10) communication skills training as a remedy for shyness and as an aid in improving the quality of college roommate relationships; and (11) aspects relating to small group communication, including patterns of verbal interruption among women and men, and the "risky shift" phenomenon. (GT)

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Interpersonal, Nonverbal, and Small Group Communication:

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EFFECTS OF OCCUPATIONAL AND MARITAL COMMUNICATION STYLES UPON MARITAL PROBLEMS

Order No. 8011761

BANWART, ALBERT LAWRENCE, PH.D. *University of Minnesota*, 1979. 193pp. Chairman: Ira L. Reiss

The primary focus of this research is on how various types of verbal communication between spouses relate to the couple's marital problems. A secondary emphasis of the research is the extent of generalization of communication practices from one's occupation to their marital relationshiop.

Data was gathered through structured interviews with both spouses and coding audio recordings of brief discussions between the spouses. The sample is composed of 171 white couples, married three or more years, with one or more children over the age of one year living at home, and the husband between 21 and 40 years of age. Within the above restrictions, the sample approximates a representative selection of couples of a midwest urban area.

No support was found for generalization theory's prediction of similarities between occupational and marital communication. Consistent evidence indicates that various types of verbal communication (using an adaptation of Hill's Interaction Matrix [1965]) between spouses are related to the couples' marital problems, providing support and specification of the effect of a social system's style of information transmittal upon the development/retention/reduction of role strain.

Suggestions are made for improved tests and related research.

SELF-DISCLOSURE: A STUDY OF THE DIRECT, META, AND META-METAPERSPECTIVES OF MEMBERS WITHIN DYADIC RELATIONSHIPS

BIGGS, Jimmy Dale, Ph.D. University of Southern California, 1979. Chairman: Professor Kenneth K. Sereno

The present study was designed to explore the patterns of self-disclosure within on-going dyadic relationships. In order to extend our understanding of self-disclosure, data was collected from both members of dyadic relationships concerning each member's perceptions of self-disclosive behavior at four perspectives as outlined by Laing, Phillipson, and Lee (1966): (1) Direct-Me Perspective: What I think of my self-disclosure; (2) Direct-You Perspective: What I think of your self-disclosure; (3) Metaperspective: What I think you think of my self-disclosure; (4) Meta-metaperspective: What I think, you think, that I think of my self-disclosure.

A survey approach was utilized for data collection: questionnaires were completed by opposite-sex dyads, marriages, and friendships, concerning their perceptions of dyadic self-disclosure and relationship solidarity. Self-disclosure was operationalized (a 15-Item Instrument) and data collected for the four relationship perspectives. The solidarity scale (a 9-Item Instrument) was utilized to classify the dyads ($N = 98$) as either high-solid or low-solid relationships; when the solidarity scales were summed, the high- and low-solid dyads consisted of Ss whose solidarity scores were beyond a standard deviation above and below the mean respectively. Subsequent data analyses concerned Ss perceptions of dyadic self-disclosure within high-solid dyads ($n = 27$) and low-solid dyads ($n = 27$).

Utilizing exchange theory (Thibaut and Kelley, 1959; Homans, 1961), social penetration theory (Altman and Taylor, 1973), and the Interpersonal Perception Method developed by Laing, et al. (1966), eight research hypotheses and six research questions were developed for data analyses.

Some general results from the research hypotheses were that self-disclosure tended to be reciprocated within the dyads, this effect being more pronounced within high-solid dyads. Males tended to attribute higher self-disclosure to females than to themselves, but further analysis showed that males scored higher on self-disclosure than did females. Furthermore, self-disclosure was greater in low-solid than in high-solid dyads.

When the Interpersonal Perception Method was employed, some of the results indicated that high-solid dyads experienced more agreement than low-solid dyads, that males more accurately perceived their self-disclosure than females, and that accuracy of perception was higher in high-solid than in low-solid dyads. Moreover, high-solid dyads experienced more understanding than low-solid dyads, and understanding was higher for males than for females. But feeling understood was higher for females than for males.

Stepwise multiple regressions, utilizing the five dimensions of self-disclosure as the independent variables and the solidarity scale as the dependent variable, were performed to seek prediction model(s) of dyadic relationships. Several significant models were produced and discussed. One of the more interesting results shows that the only significant prediction model for females was at the direct-you perspective, i.e., when focusing on the males' self-disclosure.

Implications of the results are discussed concerning further research on self-disclosure, male-female interaction, and methodology.

MATERNAL LANGUAGE TO VERBAL AND NONVERBAL AUTISTIC CHILDREN

Order No. 8008460

BISNO, ANN ROSENTHAL, PH.D. *University of California and California State University, Los Angeles*, 1979. 165pp. Chairman: Professor Gerald Mahoney

Maternal communication directed toward autistic children functioning at different stages of language development was investigated in this study. Findings from previous studies indicated several deficiencies in maternal speech which were thought to be related to the language abnormalities manifested by autistic children. These studies have been limited to verbal autistic children of normal intelligence. Methodological problems with these studies raise some doubts as to their conclusions. Maternal language to mute and retarded autistic children has not been studied.

The communication model of language acquisition postulates that language acquisition takes place in the context of social exchanges expedited by progressive modifications in maternal language which are made in accordance with growth in children's competencies. This study hypothesized that mothers of autistic children would exhibit similar adjustments to their children's language level as do mothers of normal and retarded children.

A group of 15 verbal autistic children and 15 nonverbal autistic children matched on chronological age, mental age, IQ, and sex, social behavioral, and family characteristics were video taped with their natural mothers in a free play laboratory setting. Analysis of the context of interaction and the children's and mothers' nonverbal and verbal communication behaviors were made from the video tapes. Measures chosen reflect the communication model of language acquisition permitting analysis of the reciprocal interactions between mother and child in functional and conversational dimensions, semantic and syntactic components of such interactions and the context of activity within which communications took place.

Results indicated no significant differences between groups in kinds and frequencies of activities in which mother-child dyads participated, patterns of initiation of activities and attentional responses. Significant differences were found between the groups in aspects of conversational exchanges and in use of strategies to promote and maintain such exchanges. Confirming the original assignment into groups, significant differences were found in verbal usage. However, no significant differences were found in frequencies of vocal and nonverbal production between the two groups of children. The characteristics of the speech of the verbal children in this study is consistent with reports in the literature of the verbal language of autistic children. No significant differences were found between the mothers' groups in most syntactic, semantic and functional aspects of their communications to their children. Consequently, the hypothesis that mothers would modify these aspects of their language according to the language levels of their children was not supported. Examination of the literature indicates that maternal speech to both groups of children resembles maternal language typically directed to nonverbal children. It is thereby considered to constitute a limited linguistic environment. Common patterns of significant correlations in both groups indicate that restricted linguistic forms and use of nonverbal

communication in maternal language are related to the children's atypical social characteristics and the context of activities. However, differential patterns of correlations in the groups showed children's cognitive and language levels were positively related to complexity of maternal syntactic and semantic models among nonverbal dyads and negatively among verbal dyads. A possible interpretation of these paradoxical findings is that the bizarre, noncommunicative and repetitive language behaviors of the verbal children are factors in the constriction of maternal language to the verbal autistic children.

The findings of this study suggest interventions in choices of play activities, use of nonverbal symbolic modalities and specific modifications of the functional interaction patterns of autistic children and their mothers.

SELF TALK: THE TRANSFORMATION OF SELF IN PERSONAL ENCOUNTER

Order No. 8002326

BOWMAN, DEAN J., PH.D. *University of Montana*, 1979. 313pp.

A naturalistic inquiry combining participation, participant observation, observation, interviews, and personal documents was employed to produce an analytical account of the interpersonal and intrapersonal dynamics of an encounter group activity which was recurrent in a single setting. This activity, globally conceptualized as person-group process, began with a potential group based on perspectives shared by largely unacquainted persons. These shared perspectives, primarily one termed self-learning--an intentional effort by a person to examine and possibly transform the person's experience of self--provided the basis for an actual group. Self-learning was then facilitated through negotiated means phases of person-group process. Mediated primarily by person-centered language behavior termed self-talk, these negotiated means phases produced unconventional interpersonal availability which enhanced the probability of novel content being introduced into self-modeling, that is, the explicit and implicit conversational narrative which constitutes a person's experience of self. The introduction of novel content into self-modeling in turn enhanced the probability that the person's experience of self might be transformed. Finally, the study is reviewed in relation to four areas of inquiry: collective behavior, interaction process, the social psychology of self, and the methodology of studying social process.

THE EFFECTS OF SEX OF SUBJECT, SEX OF PRESENTER, AND LENGTH OF EXPOSURE ON THE ACCURACY OF NONVERBAL ASSESSMENTS AND THE WILLINGNESS TO INFER FROM NONVERBAL CUES

Order No. 8006520

BROCH, MORTON HOWARD, PH.D. *Marquette University*, 1979. 122pp.

The purpose of this study was to investigate how accurately behavior can be inferred from nonverbal (NV) cues. This study also examined some factors involved with willingness to infer meaning from NV cues.

The research concerned with NV assessment has taken two separate approaches. One approach (Eckman, 1957) observed behavior and communication and attempted to examine the NV aspects of that communication. Mehrabian and Ferris (1967) are representatives of the other approach. They had role-players enact a situation of the other approach. They had role-players enact a situation and then asked subjects questions about the situation based upon the NV cues. This study attempted to unify these research approaches. The research indicates that people communicate nonverbally. There is also evidence that inferences about others are made based upon NV cues. This study attempted to find if the messages sent were the messages received.

Two coached confederates read a highly salient dialogue to two Marquette University students. The students were asked to indicate on a response sheet what they thought about what had been said. This condition was repeated again after they had heard more of the script. The students' NV responses to the dialogue were videotaped and that served as the stimuli conditions. One of the students was a male and the other a female.

Subjects were Marquette University Residence Advisors. Their task was to predict how the students responded to the dialogue by observing the students' NV behavior.

A total of 88 Residence Advisors participated: 44 male and 44 female. Their responses were analyzed on two separate measures. One score measured how accurate their predictions were. The other score indicated how willing the subjects were to make inferences based upon NV cues.

Two separate analyses of variance were performed for the dependent measures. The factors were sex of subject, sex of presenter, and length of exposure, and a 2 x 2 x 2 ANOVA with repeated measures on the last two factors was done.

For accuracy, there were no main effects or two-way interactions. There was a three-way interaction effect at the significance level of .05. A post hoc Newman-Keuls indicated that, among other significant findings, females observing a male for a short time were the least accurate and males observing a male for a short time were the most accurate.

There were significant results on the measurement of willingness. At the .05 level of significance, subjects were more willing to infer from a female than from a male. At the .001 level, subjects were more willing to infer after a long exposure than a short exposure. A two-way interaction effect was found for length of exposure by sex of subject at the .01 level. Female subjects seeing a short exposure were significantly *less* willing to infer than all the other conditions.

The results of this study were discussed. Implications for communicants in general and counselors in particular were made.

GESTURES AND WORDS: THE COMMUNICATIVE ABILITIES OF ONE, TWO, AND THREE YEAR OLD BOYS.

Order No. 8001206

BROWNLEE, JOHN ROBERT, JR., PH.D. *Georgia State University - College of Arts and Sciences*, 1979. 82pp.

While verbal behavior is a rather obvious social tool, what do children do to regulate and sustain their social lives prior to the facile use of language skills? The social demand to regulate the behavior of others still exists and it seems likely that children, within the framework of their cognitive limitations, would find some means to arbitrate the conflicts in which they find themselves.

To assess children's communicative competence prior to language acquisition, it is necessary to look not at their developing verbal skills but at their use of the means at hand--gestures. If in their gestural behavior, they exhibit an ability to "frame" their messages appropriately and to generally take the other's needs into consideration, then this should be evidence of an existing, age appropriate, communicative competence.

But how do we know whether or not a behavior is communicative? Three sufficient but not necessary criteria were used to describe communicative acts. First, they should be socially directed in that they are accompanied, preceded, or followed by visual gaze or some other indication that they were aimed at some other. Second, they should have some systematic nonreflexive effect on the other in that the other's response can be assigned some probability of occurrence. And third, the behavior should be nonliteral in that it does not physically cause the response.

When these three criteria were applied to four types of hitting among two year olds, described in earlier work, two types appeared to be communicative acts. Open hits were open hand swipes or low intensity strikes to the torso or limbs. They were usually followed by a nondisruptive termination of interaction. Novelty hits were a swipe with an object or a low intensity strike with a soft object. They usually ended in nonnegative, more often positive, interaction. These behaviors seemed to function in peer interactions as a means of initiating and regulating the actions of others.

The purpose of this work was to see if these two gestures function in the same way for verbal children as they do for preverbal children and to see if there is any connection between the effective use of gestures and verbal behavior in peer interactions.

Using a target child strategy, thirty boys between the ages of 12 and 46 months were observed at two day care centers during indoor free play. A median split was performed at 30.8 months so that there were 15 boys younger and 15 older than two and a half years. Two event based coding schemes and one time sampling scheme were used independently to assess the use of gestures, verbal initiations, and social participation.

With the event based data, when the type of behaviors and their various consequents were placed in a chi-square space for both the younger and older children, open and novelty gestures but not verbal initiations led to systematic outcomes (cease-ignore and elaboration, respectively). But just the opposite was the case for the older children, in that verbal behavior had systematic outcomes (overtures to verbal and directions to nonverbal) and the gestures did not. Further, those younger children who used open and

novelty gestures were more frequently verbal and social. However, those older children who used open and novelty gestures were more verbally effective in that they were more successful in getting responses.

These findings seemed to indicate that gestures do the work for preverbal children, while verbal behavior takes over the load later on. But there also seemed to be an underlying competence common to both the effective use of gestures and to the effective use of verbal behavior in interactions.

MARITAL ADJUSTMENT, IMPROVED COMMUNICATION, AND GREATER SELF-DISCLOSURE AS THE EFFECTS OF A WEEKEND MARRIAGE ENCOUNTER Order No. 8000246

DEMPSEY, Richard Joseph, Ph.D. United States International University, 1979. 144pp. Chairman: Mark Sherman

THE PROBLEM. The problem of this research was to evaluate changes in adjustment, marital communication, and self-disclosure as a function of participation in a weekend marriage workshop called Marriage Encounter.

It was apparent from the literature that deteriorating changes have been taking place in the traditional marriage relationship. Researchers acknowledged that until recently, mental health professionals showed little concern with improving marriage relationships not already experiencing difficulties. Development of small group marriage enrichment experiences provided mental health professionals with an instrument to help in the prevention of marriage problems.

Recent studies provided ample evidence that improved communication led to improved interpersonal relationships. Interpersonal relationships are based upon existing knowledge of the other person. The basic encounter group was seen as providing a useful arena to teach and practice better communication to get to know another person better.

One of the most important interpersonal relationships was the marriage relationship. Until recently, few studies empirically investigated what effects small group methods produce exclusively within the marital relationship.

Among several recent programs devised to help improve marital communication in small group settings was the Marriage Encounter movement. Using the encounter group structure to teach a communication technique, the Marriage Encounter movement has experienced rapid international growth.

The technique taught was known as "dialogue." The "dialogue" incorporated use of written, verbal, and nonverbal communication of feelings with one's spouse. Empirical research was needed to determine what effect, if any, the dialogue technique had upon the marital adjustment of the couple.

METHOD. The experimental group consisted of 59 married couples who were volunteers from three different Weekend Marriage Encounters in San Diego, California. The control group consisted of 31 volunteer married couples who were on the waiting list to attend a Weekend Marriage Encounter.

Six hypotheses were generated. In general, they stated that couples participating in a Weekend Marriage Encounter would experience a significant increase in their level of marital adjustment, marital communication, and self-disclosure.

The treatment for this study was a residential weekend experience. Thirteen lectures related to the marital relationship were presented. A major focus of each of these talks was the dialogue technique which participants engaged in after each talk. Communication with one's spouse was stressed.

The primary criterion instruments used in the study were the Marital Adjustment Test, Primary Communication Inventory, and the Self-Disclosure Questionnaire. The main statistical treatments applied were 2 x 2 x 3 analysis of variance with repeated measures of unequal cell size and a t-test completed the statistical analyses. Subjects were tested immediately before the weekend, immediately after, and six weeks after the weekend experience.

RESULTS. Analysis of the data indicated that the Weekend Marriage Encounter was a significant variable. Marital adjustment, marital communication, and self-disclosure were significantly higher after the weekend. This increase was maintained at a level significantly higher six weeks later. The data were further analyzed according to education, sex, age, and years married. During this period the control group had no significant increase in their scores over this period.

THE INFLUENCE OF MILD TO MODERATE HEARING IMPAIRMENT AND DECREASED SOCIAL INTERACTION ON THE VERBAL COMMUNICATION BEHAVIOR OF ELDERLY WOMEN Order No. 8006758

DOWNS, MARY BOSTON, PH.D. *University of Maryland*, 1979. 90pp. Supervisor: Cyril P. Svoboda

Intuitively the hearing deficits and decreased social interactions associated with aging might be viewed as determinates of verbal communication behavior. However, little theoretical or empirical attention has been paid to these factors by researchers in the field of aging.

The purpose of this study was to investigate the influence of mild to moderate hearing impairment and decreased social interaction on the verbal communication behavior of elderly women. Five types of verbal communication behaviors were measured: (1) number of utterances, (2) number of words per utterance, (3) number of redundancies, (4) number of incomplete thoughts, (5) number of interjections of sounds, words, and phrases.

To examine the issue, several questions were considered: (1) Do mild and moderate hearing impairments influence verbal communication behavior? (2) Does reduced social interaction influence verbal communication behavior? (3) Do the factors of age, marital status, and education influence verbal communication behavior?

To test these hypotheses, 90 women (60 through 89 years of age) were given pure tone hearing tests and were asked questions about the frequency of their social interactions. The women were then asked to describe three pictures. Their responses were taped, transcribed, and scored by the examiner. Twenty percent of the tapes were also scored by two independent raters.

The data were analyzed using a multiple regression analysis. Since the sample size was small (less than 200), the distribution of B was approximated by the *t* distribution. A correlation matrix for each variable with every other variable was computed.

The conclusions drawn from the data suggest that redundancies and incomplete thoughts are rare occurrences in the verbal communication behaviors of elderly women. Vast individual differences were exhibited in the number of utterances and in the number of interjections of sounds, words, and phrases. Only the verbal communication behavior number of words per utterance varied systematically. Education was both a strong and a significant predictor of number of words per utterance. The relationship between hearing acuity and number of words per utterance was not strong but was significant. No other results were significant.

This study has failed to confirm the traditional assumptions that redundancies and incomplete thoughts are normal aging behaviors. It did not confirm the assumption that decreases in hearing acuity influence the number of social interactions. While decreased interaction was proposed to be one of the main variables influencing verbal communication behavior in elderly women it did not prove to be the case.

Most studies of the verbal communications of the elderly are involved with the sound system, syntax, and vocabulary. In this study it became apparent that adult communication is virtually incomprehensible out of context. Studying language behaviors in isolation is not necessarily comparable to studying the behaviors used by adults in communicating with each other.

ATTRIBUTING COMMUNICATIVE INTENT FROM THE ACTOR AND OBSERVER PERSPECTIVES: A TEST OF THE ACCESS TO INFORMATION HYPOTHESIS

Order No. 8006602

EHRENHAUS, PETER CHARLES, PH.D. *University of Minnesota*, 1979. 106pp.

This dissertation addressed the issue of how people make conversation sensible. It investigated whether participation in conversation influenced the nature of the intentions attributed to the utterances in conversations and the agreement about those attributions of intent. The research tested the "access to information" hypothesis in attribution theory. This hypothesis is one of two explanations offered to explain differences in the sources of causality attributed to behavior by the actor and by observers of the actor's behavior. "Access to information" posits that actors have more and more accurate information at their disposal upon which to base their judgments of causality than do observers; "focus of attention," the alternative hypothesis, posits that the visual perspective taken toward the action influences the nature of the causal attributions one makes regarding that action.

Attribution researchers have all but ignored intent, which is a crucial part of the model of the attribution process (Jones and Davis, 1965) and which is crucial to the outcome of any attribution procedure. The locus of causation has been addressed almost exclusively; the actors' and observers' attributions of the intention in the behavior under question have not received attention. Further, the attribution process in social interaction has not been of central concern.

The influences of "access to information" and of normative power upon the attributions of communicative intent by actors and observers were tested. It was hypothesized that if information was available only to actors, and if agreement was dependent upon information, then actors could maintain high levels of agreement about the intentions in the conversation regardless of the normative power in the conversational scenario. Lacking that information, observers' inferences of intent would be based upon their normative expectations for behavior in the scenarios; if normative power declined, and agreement was a function of shared normative expectations, then observers' agreement scores would be linearly related to the normative power of the scenarios in which the conversations occurred.

Twenty-seven dyads of actors were videotaped in one of three scenarios, each reflecting a different level of normative power for the use of evasion. Each taped conversation was coded for the intent in all of the utterances by the two actors in and the two observers of each conversation. Measures of coder agreement were calculated for the actors in each conversation, for the observers of each conversation, and between the actors and observers who coded each of the conversations. Data were analyzed for differences within perspectives, between perspectives, and between the conversational scenarios.

Analysis revealed two key findings. First, participation in conversation influences the nature of the attributions of communicative intent; since the research controlled for "focus of attention," the qualitative differences between actors' and observers' attributions strongly suggest the explanation of "access to information." Second, the normative power associated with the conversational scenarios influences the level of agreement between coders; this is the case regardless of involvement in the conversation, although in all scenarios, actors' agreement scores were higher than were the observers' scores. Additionally, results are suggestive of the influence of stylistic complexity upon the misattribution of communicative intent.

THE DUET AS A CONVERSATIONAL PROCESS

Order No. 7928469

FALK, Jane Lois, Ph.D. Princeton University, 1979. 247pp.

This thesis shows that the role of speaker in group conversation can be occupied by two (or more) persons as a "duet". The existence of the duet is first identified by subjecting an actual example to scrutiny in the terms of the Sacks/Schegloff system of turn-taking and finding that single-speaker-based model to fall short. I go on to apply the methods of linguistic analysis to examples transcribed in the Gumperz system from audio and videotapes. The duet effect is one of "single-speaker unity"--the texts of in-sequence duet turns (which I call "subturns") are virtually indistinguishable from those produced by single speakers. This unity grows out of the fact that both co-speakers are speaking on both their behalfs in each turn. On whose behalf a turn is taken emerges as crucial to the formulation and interpretation of utterances in general. I have termed this "mind-reference deixis".

There are three preconditions for dueting: mutual knowledge, relative authority, and camaraderie or investment in the outcome of the episode. Camaraderie is also a by-product of dueting.

The intention to duet characteristically reflects itself in a high degree of overlap and interruption (and toleration thereof), parallel body posture and gaze direction, and a cluster of other cues on various channels of the communication, the number and nature of which varies in part with an utterance's location in the history of the process. With an extensive analysis of a single dueted exchange, I illustrate the set of possible cues and show how they themselves have their rationale in the goals of the duet. I verify my analysis by reference to the signs of audience and partner complicity, which are crucial to the success of a duet.

The duet intent governs the formulation of utterances on pragmatic, syntactic, lexical and prosodic levels. Agreement on the gamut of communicative goals being carried out is at their base. "Conversation acts" such as direct commenting on or questioning the previous turn, for example, are not compatible with the duet.

The duet is itself a factor in interpretation of utterances on all levels. I show how whole interactions can be accounted for only by the postulation that participants have inferred a duet intent.

I apply the notion of the duet to segments from a family therapy session. What emerges is a) a notion of "well-formed duet", b) the fact that the duet form can be used to avoid communication of some sorts, c) that the proclivity to duet may reveal underlying aspects of personality, d) duet utterances function as backchannels, and e) linguistic analysis can serve to clarify the psychiatrist's perceptions of family patterns.

The method of arriving at my data is borrowed from the structuralists; my vocabulary and mode of argumentation in part from the generative grammarians. The results prove that conversational phenomena are amenable to linguistic analysis. Further, since what emerges (the duet) is not a surface phenomenon but an underlying one, it is evidence that conversational processes mirror in significant regards syntactic processes. Therefore, purely surface correlations are insufficient to account for conversational meaning. Many of the current investigations into conversation (such as that of backchannels), I show, need to be adjusted in order to accommodate the duet possibility.

A RULES-BASED STUDY OF COMMUNICATION IN DOMINANT-RECESSIVE RELATIONSHIPS

Order No. 8009279

GARVIN, BONNIE JEAN RHOADES, PH.D. *The Ohio State University*, 1979. 197pp. Advisor: Professor Donald J. Cegala

The purpose of this descriptive study was to examine the patterned regularities in the conversations of dominant-recessive dyads to make explicit the implicit, but tacitly understood, rules being used by the interactants to maintain and perpetuate the relationship as dominant-recessive. Questions addressed were (1) What are the characteristic behaviors of the dominant and recessive interactants in accomplishing greetings, questions, suggestions, topic selection and closings? (2) How does the participation of the dominant person differ from participation of the recessive person? and (3) What rules do the persons use to accomplish the interaction?

The data were detailed transcripts of thirty six naturally occurring videotaped conversations of actual nurse-patient and physician-patient dyads. Interactions were comprised of two female patients with four female nurses and two male patients with six male physicians.

The method was conversational analysis which took place in several steps: (1) patterns of sequential structure were described, (2) assumptions for the phenomenon were identified, (3) the rules that exemplified the patterns were constructed using the sequential characteristics and the assumptions identified, (4) the rules were tested on new transcripts, (5) the rules were refined and examples from the transcripts were selected to illustrate the rules.

Analysis of eighteen episodes resulted in the identification of thirteen rules of a dominant-recessive relationship. These rules were found operative in the remaining eighteen episodes not used in the rule development phase. The rules demonstrate the mutual agreement regarding a wider latitude of control exercised by the dominant interactant. The dominant interactant initiates the episode selecting the first topic in the first utterance by asking questions of the recessive interactant who is obliged to answer implying the same topic. Topics are related to information about the recessive interactant. The dominant interactant may vary the usual question/answer structure by asking two questions in a row, by asking the same or similar question when the recessive interactant has answered the original question, or by verbally evaluating the response of the recessive interactant. The dominant interactant manages the timing of the episode by using bracket markers and by interrupting the recessive interactant before the occurence of a transition-relevance place. The dominant interactant proposes membership categories which are accepted by the recessive interactant. The recessive interactant uses a more formal term of address than the dominant interactant. The dominant interactant initiates the closing of the episode.

Rules identified in this study can be tested in other nurse-patient and physician-patient dyads and other dominant-recessive dyads such as employer-employee, teacher-student, and parent-child dyads. The rules serve to systematically describe and explain social talk in dominant-recessive interaction. Along with other rules for discourse they may serve the function of theoretical statements in a theory of communication.

A METHOD OF ASSESSING NONVERBAL COMMUNICATION IN GLOBAL APHASIA

Order No. 8004859

GLICKSTEIN, JOAN KATZ, PH.D. *University of Pittsburgh*, 1979. 176pp.

This study answered the following questions: (1) Is there a residual system of nonverbal communication available to the global aphasic? (Using a system of analysis based on Birdwhistell's (1970)[1] classifications, aphasic subjects had to demonstrate nonverbal behavior classified as "intentensive" in the action modifiers and "closed" in the interaction modifier category.) (2) What is the frequency and form of nonverbal behavior and interaction in global aphasics? (To determine this, instances of each category of this scoring system were tallied.) (3) Does the nonverbal behavior of global aphasics differ from the nonverbal behavior of non-braindamaged adults requiring the same type of physical rehabilitations? If so, what is the nature of the difference? (To determine this, tallied profiles of the global aphasics were compared with tallied profiles of the non-braindamaged subjects.) (4) Is there a difference in an occupational therapist's nonverbal behavior when working with global aphasics as compared with an occupational therapist's nonverbal behavior when working with non-braindamaged adults needing similar therapy? (To determine this, tallies for these interactions were compared.)

Seven global aphasics were observed, by means of video tapes, during an occupational therapy session. A second group, comprising three arthritic subjects, was observed in the same manner performing the same task as the global aphasics. The nonverbal behaviors of the global aphasics, arthritics and occupational therapists were evaluated and compared.

The approach used was descriptive. Each subject was video taped during an occupational therapy session. The therapist was to teach the subject how to put on and button, then unbutton and remove, a sweater. The first five minutes of each tape was analyzed.

The analysis of the video tapes was based on Birdwhistell's (1970) categories and analysis of a body in motion. Four major categories were observed: (a) motion qualifiers; (b) action modifiers; (c) interaction modifiers; and (d) motion markers.

The results of this study indicated that the frequency of the nonverbal behaviors of the global aphasics was the same as the frequency of nonverbal behaviors of the non-braindamaged subjects.

The form of the global aphasics' nonverbal language differed from that of the non-braindamaged group in degree of muscular intensity, durational behavior, the number of movements within a given action, range of motion and generalization of the movement. In addition, the global aphasics' nonverbal behaviors were more self-stimulated and they were more distractable than the non-braindamaged group. Finally, when compared with the non-braindamaged group, the global aphasics used very few motion markers and the greatest portion of them were cues, as opposed to pronomial references found in the other groups.

It was also concluded that the behavior of the occupational therapist was different when working with global aphasics than when working with arthritic subjects. The nonverbal behavior of the therapists tended to reflect the behavior of the subjects being worked with. The therapists were more specific and used a narrower range of motion when working with global aphasics. They used more pronomial references but there were fewer interactions with the global aphasics than with the arthritics. A higher percentage of the global aphasics' initiated interactions were missed by the therapists than those initiated by the arthritics.

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[1]R. L. Birdwhistell. *Kinesics and Context.* Philadelphia: University of Pennsylvania Press, 1970.

COMMUNICATION COMPETENCE: EMPIRICAL TESTS OF A SYSTEMIC MODEL

Order No. 8004935

HARRIS, LINDA MARIE, PH.D. *University of Massachusetts*, 1979. 254pp.
Director: Vernon E. Cronen

Traditional communication competence models suggest that the process of communication and the maintenance of social realities are separate phenomenon. It is argued in this thesis that there exists a reciprocal relationship between the manner in which human actors communicate with one another and the nature of the social realities they do create. It is further argued that the social systems people create are directly related to members' capacities to perform competently. Thus, a systemic competence model is called for which offers specification and evaluation of the structural components of rules for meaning and action of individual and interpersonal systems.

When compared with representatives of earlier competence models, according to four metatheoretical criteria, the systemic model emerges as a valuable alternative for the study of competence; its domain of generality is universal, it accounts for multiple causal forces, its unit of analysis is consistent with its systemic theoretical underpinnings, and it has important pedagogical implications for promoting decision making alternatives for communication students.

A systemic model of competence is offered as a theoretical framework from which human social systems can be examined and evaluated in light of their structural components. The model is based on a rules-based theory of communication which characterizes communication as the process by which humans conjointly coordinate the management of their individually organized meanings. *Intrapersonal* and *interpersonal* competence is assessed according to the systemic model. Intrapersonal competence is defined as one's ability to create and manage an interpersonal system. Specifically, this skill involves the management of the constraints and meanings of the interpersonal system. Individual performances are determined by comparing the intrapersonal system with the interpersonal system of which they are members.

Interpersonal competence is defined as the ability to create and coordinate interpersonal systems. It is assessed by examining the logical forces created by the juxtaposition of members of the interpersonal system and judged according to the degree to which coordination is facilitated.

Both *actual competence* as determined by this model and members' *perceived competence* can be examined from a systemic view. It is postulated that a reciprocal relationship exists between the logical force of an interpersonal system and members' perceptions of their own and others' competence.

Two sets of measurement scales, Likert form and a newly developed triple-anchored form for assessing actual and perceived intrapersonal competence, have been constructed. Stimulus material in the form of dialogues based on operationalizations of three theoretically derived system states, random, closed, and open, was also developed. These instruments were subjected to tests of internal and external reliability as well as content and discriminant validity.

Results of these tests show that some of the six coordination tactics can be successfully operationalized into internally reliable scales. The external reliability of the scales remains a problem for future work. All specific coordination tactics are highly correlated with global perceptions of competence. While the six tactics in the form of Likert scale items did not fall into discriminable factors, some tactics did so when operationalized as triple-anchored scale items. Scales measuring perceived socialization and perceived creativity were composed of distinguishable but related items, as expected.

Expert judges discriminated among the three theoretical system states operationalized as dialogues for advice-giving and conflict episodes. Naive subjects also discriminated among the three system states on the basis of perceived socialization, perceived enmeshment, and perceived episode valence. They discriminated the open states from random and closed states on the basis of the perceived creativity of the target character's performance.

Implications for a research program for the study of actual and perceived competence in self selected interpersonal systems such as families, work groups, friends, concludes this thesis.

A COGNITIVE-BEHAVIORAL APPROACH TO SOCIAL SKILLS TRAINING WITH SHY PERSONS

HAYNES, LYNDA ANN, PH.D. *Texas Tech University*, 1979. Chairman: Dr. Arthur W. Avery

The purpose of the present study was to develop, implement, and evaluate a social skills training program for shy persons. Subjects were recruited through newspaper articles and announcements describing the program. Twelve subjects (six males and six females) were given nine hours of social skills training while twelve other subjects (six males and six females) served as a wait list control group. Prior to and immediately following training, subjects completed self-report measures to assess social anxiety, cognitive self-statements, and perceived ability to actively participate in social situations. Results indicated that subjects in the experimental group, relative to the control group subjects, significantly (a) decreased their perception of themselves as avoiding social situations, (b) decreased their fear of negative evaluation, (c) decreased their negative self-statements, and (d) increased their perceived ability to actively participate in social situations. Discussion focused on the direction of future research in the area of shyness.

AN ANALYSIS OF SOME ASPECTS OF VERBAL BEHAVIOR OF GIFTED AND OTHER STUDENTS IN JUNIOR HIGH SCHOOL

Order No. 8004809

HILLER, WILLIAM THOMAS, PH.D. *University of Pittsburgh*, 1979. 87pp.

The purpose of this study was to analyze some aspects of verbal behavior of junior high school gifted and other students in small group interaction. The study was conducted at one suburban junior high school, Allegheny County, Pennsylvania. Two hypotheses were investigated: (1) When gifted and other students are grouped separately, the gifted group will exhibit higher levels of verbal behavior, on the average, than the other students in small group interaction. (2) When gifted students are grouped with other students, the gifted students will exhibit higher levels of verbal behavior, on the average, than the other students in small group interaction.

Aschner (1963), Harrod (1977), Mitchell and Peel (1977), and Barnes and Todd (1977) have related students' verbal behavior in classes to cognitive behavior. To analyze classroom interaction, Cheng (1976) and Hussein (1978) used the Cognitive Verb List developed at the University of Pittsburgh (1970). The potential of gifted students to function at high levels of cognitive behavior was important when considering their roles in small group interaction. By definition, role is applied to the behavior of a given individual in the scheme of interrelations within a group.

Using the Cognitive Verb List and the First National Training Laboratory in Group Development Inventory by Benne and Sheats (1948), the researcher with the assistance of nine educators designed a three level inventory relating cognitive and verbal behavior. The Cognitive Hierarchy of Verbal Behavior Inventory was used as the instrument to observe ten gifted and ten other students three times, in a seventh grade science class, an eighth grade English class, and a ninth grade civics class. The gifted students were identified according to the Pennsylvania standard that to be gifted one must have an I.Q. of 130 or higher on an individual I.Q. test. Other students were selected randomly from the three classes.

The researcher and one of two colleagues coded verbal responses in nine classes. After the responses were code in pure and mixed groups, frequencies across the three levels were totaled and converted to a percentage. The chi-square test for K independent samples (χ^2) was used to determine level of significance. The chi-square test results were in the direction predicted by both hypotheses for the highest level, III, but not for the lowest level, I, on the Cognitive Hierarchy of Verbal Behavior Inventory. For the second hypothesis, the number of gifted students' responses at level III was more than twice the number of responses made by the other students at that level. The other students offered more responses at level II as a pure group, but a lower number of responses as part of a mixed group at that level. In either grouping the responses of the gifted students did not support the two hypotheses suggested in the study at the .05 level of significance.

This study presented evidence that the levels of cognitive behavior correspond to the levels of verbal behavior as depicted on the Cognitive Hierarchy of Verbal Behavior Inventory. Since such a correspondence has been demonstrated, classroom teachers should guide students in reaching their potential in cognitive-verbal behavior.

PATTERNS OF VERBAL INTERRUPTION AMONG WOMEN AND MEN IN GROUPS

Order No. 8009300

KENNEDY, CAROL WYLIE, PH.D. *The Ohio State University*, 1979. 143pp. Adviser: Professor Herman J. Peters

The purpose of this study was to examine the nature of relationships between women and men at work, and to examine their communication for linguistic indicators of sex role stereotyping.

The relationships analyzed were those of 35 graduate students who were participants in six intact groups from courses or programs at The Ohio State University. Subjects in the study participated equally and responsibly in the work of the group in which they were members. In total, 17 males and 18 females participated in the study. The subjects tended to be from the helping professions. Group size ranged from four to nine members, and the distribution of males and females was approximately equal in each group. The ages of the subjects ranged from 23 to 46; all subjects had previous work experience. Approximately an hour long meeting of each group was videotaped.

A category system was developed to identify pre-interruption, interruption, and post-interruption speech behaviors. The pre-interruption categories were designed to reflect speech styles reported to differ between the sexes and those commonly used in the analysis of group interaction. They were divided into the structure categories of Assertion, Question, and Diverse Speech, and into the function categories of Information, Support, Nonsupport, and Hesitancy or Self-doubt. The interruption categories were developed from the theoretical framework which proposes that all communication serves to confirm, reject, or disconfirm another. The interruption categories of Clarification and Agreement were confirmations; the category of Disagreement was a rejection; and the categories of Tangentialization and Subject Change were disconfirmations. Depending on the similarities or differences in the types of interruption behavior, relationships were characterized as functionally or dysfunctionally symmetrical or complementary. The post-interruption categories were developed in order to provide a more complete understanding of the interactional nature of interruptions. The post-interruption speeches were categorized as Keeps Going, Reintroduces, Cooperates, Re-interrupts, and Loses Turn.

The data for the study were 255 transcribed interruption sequences from the six hours of videotape. Percentage distribution and the chi-square statistical techniques were selected for the analysis of the data.

The results indicated that females were interrupted more, did more interrupting, and were the follow-up speakers significantly more often than were the males. No significant differences were obtained between females and males in the production of types of pre-interruption, interruption, and post-interruption speeches. Cross-sex interruptions occurred significantly more often than expected; however, no significant differences were found in the types of interruption speech produced, regardless of sex of interrupter or sex of the person interrupted. It was determined that for both males and females, about 50 percent of the interruptions functioned as confirmation, about 20 percent functioned as rejections, and about 30 percent functioned as disconfirmations. Since there were no differences between the sexes in the production of types of speech behavior, it was concluded that the relationships were symmetrical, with about 50 percent being functional and about 50 percent being dysfunctional.

Conclusions were drawn regarding the quality of male-female relationships and the variables of equal status, high levels of education, and familiarity which appeared to operate to reduce the production of stereotypic speech behavior. Further research was suggested concerning the characteristics of female and male graduate students as well as work relationships between the sexes.

THE INFLUENCE OF SEX ROLE ORIENTATION ON INITIAL INTERACTIONS WITHIN SAME-SEX DYADS

LAMKE, LEANNE KAY, PH.D. *Texas Tech University*, 1979. Chairperson: Dr. Nancy J. Bell

The purpose of the present study was to assess the relationship between sex role identity, behavioral interaction, and interpersonal attraction in an initial encounter. Eighty-two female subjects identified as either feminine, androgynous, or undifferentiated participated in the study in same-sex dyads. The design contrasted three different dyad types which included: (a) feminine-feminine; (b) androgynous-androgynous; and (c) undifferentiated-undifferentiated. Each dyad completed an initial 5-minute unstructured interaction, a 10-minute getting acquainted exercise,

and a final 5-minute unstructured interaction. Results of the initial unstructured interaction indicated greater interpersonal attraction between androgynous individuals as compared with the undifferentiated and feminine dyad types. Androgynous interactions were viewed by three independent raters as more smooth, natural, and relaxed as compared to undifferentiated interactions. In the final unstructured interaction, androgynous individuals were again more attracted to one another and indicated a greater desire to get to know their partner better as compared to the other dyad types. There was also a significant difference in overall behavioral interaction between the dyad types with the androgynous individuals exhibiting the greatest degree of behavioral involvement. Interactions in androgynous dyads were perceived by the raters as much more smooth, natural, and relaxed relative to both undifferentiated and feminine interactions. Discussion of the results emphasized the need to further examine the relationships between sex role identity, behavioral interaction, and attraction in interpersonal encounters. Implications of individual differences in sex role identity for relationship development were also discussed.

COMMUNICATION APPREHENSION AND THE ACQUISITION OF INFORMATION IN THE ACADEMIC LIBRARY

Order No. 8008899

LEDERMAN, LINDA COSTIGAN, PH.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1979. 235pp. Director: Dean Thomas H. Mott, Jr.

This study was designed to test the assumption that a relationship would exist between the way a person feels about engaging another person in oral communication (Communication Apprehension) and the choice to search an academic library by asking for assistance from library personnel. The overriding concern of the research was whether or not such a relationship existed and if so whether or not it would have explanatory value in terms of differences in search strategies among library users with different levels of Communication Apprehension (CA).

To explore the question, a three phase exploratory field study was created in which respondents were measured for CA and then either placed in a library search situation and/or asked to self-report library research strategies. Library search was operationally defined as the steps taken in a search for information in a library, the number of steps, and the length of time of the steps and search in toto.

The first phase of the study was strictly observational, and twenty-four respondents at different levels of CA were placed in a search situation where their behaviors were observed, recorded, and analyzed in comparison with their levels of CA. The preliminary results of this phase indicated no relationships of significance between CA level and any of the search behaviors. This led to Phase Two in which the observational component was replicated and additionally all respondents were given an aided-recall questionnaire immediately after completing the library search.

The results of the second phase also indicated no relationships of significance between CA and library search, even when factors such as library use and familiarity were controlled for. This led to the third and final phase of data collection in which a larger sample was measured on CA and then asked to self-report library search strategy. In Phase Three the findings replicated those of the earlier phases in failing to unearth any significant relationship between CA and library search.

The results of the study were that the phases taken individually and together indicated that no relationship of significance exists between a person's level of CA and the search for information as operationally defined in the study. The results indicated that the assumption that there would be a relationship failed to hold, and that library users irrespective of level of CA, were equally likely to approach librarians for assistance in searching an academic library for information.

THE DEVELOPMENT AND FIELD-TESTING OF THE EFFECTIVE COMMUNICATOR MODEL

MACRAE, DONALD LACHLAN, ED.D. *University of Toronto (Canada)*, 1979.

There were two principal purposes of this study. The first was to develop a descriptive/prescriptive interpersonal communication model (The Effective Communicator Model) which would explain conceptually how people could communicate both successfully and effectively in a wide variety of communication interaction situations. The second purpose was to field-test the model.

Three experimental groups, each with 15 subjects (10 men and five women), were taught The Effective Communicator Model (ECM) in a three day residential program while a control group with 15 subjects (also 10 men and five women) were taught a Performance Appraisal Program for three days in a residential setting. Both groups were pre- and post-tested on the Relating Styles Questionnaire (RSQ). An item analysis performed on the RSQ reported the overall Hoyt estimate of reliability to be 0.79 indicating the RSQ is both internally consistent and reliable.

In conjunction with the field-testing of the model, the author offered the following hypotheses for study: *Hypothesis 1*: There will be an increase in the Effectiveness Scores on the RSQ of the experimental groups following the treatment and no increase in the Effectiveness Scores on the RSQ of the control group. *Hypothesis 2*: Perceived Tension on the RSQ will decrease in the experimental groups following treatment while Perceived Tension on the RSQ will not decrease in the control group. *Hypothesis 3*: Perceived Immediate Consequences on the RSQ will be more satisfactory in the experimental groups following treatment while Perceived Immediate Consequences on the RSQ will not be more satisfactory in the control group. *Hypothesis 4*: Perceived Long Term Consequences on the RSQ will be more satisfactory in the experimental groups following treatment while Perceived Long Term Consequences on the RSQ will not be more satisfactory in the control group. *Hypothesis 5*: Perceived Effectiveness will improve on the RSQ in the experimental group following the treatment while Perceived Effectiveness will not improve on the RSQ in the control group.

Results of the analyses indicated that the treatment significantly improved the experimental groups subjects' ability to choose a more appropriate response in communication and human relations situations based on their analysis of the relationship and tension involved in the situation as outlined in the Effective Communicator Model. The results also indicated that the treatment significantly improved the three experimental groups subjects' perceived level of tension and their perception of effectiveness in Intimate Relationship situations.

The results of the study also indicated that: (a) there were no significant differences between the experimental groups and the control group at the beginning of the study; (b) the different leaders had no significant effect on the results; (c) there was no significant group/sex interaction nor were there any significant sex differences; (d) factors on the RSQ were positively correlated on the post-test.

These present findings indicate that the Effective Communicator Model can be taught conceptually in a three day residential program and that the participants in such a program report that they would significantly change their relating and communicating behaviour to reflect the theoretical concepts outlined in the Effective Communicator Model. The findings also indicate that program participants perceive themselves experiencing significantly less tension and behaving significantly more effectively in Intimate Relationship situations than they did prior to the treatment.

In addition, the study also showed that as the participants chose a more appropriate response (in relation to the Effective Communicator Model), their perceived level of tension, perceived immediate and long term consequences and perceived effectiveness also improved.

EXPLAINING RISKY SHIFT: AN ARGUMENTS EXPLANATION

Order No. 8002757

MAYER, MICHAEL EUGENE, PH.D. *University of Kansas*, 1979. 93pp.

The purpose of this study was to compare three competing explanations of the risky shift phenomenon in small groups. These explanations were the diffusion of responsibility hypothesis, the risk as value hypothesis, and the arguments explanation.

The first chapter reviewed the risky shift literature. This review indicated that the familiarization hypothesis and the leadership hypothesis had minimal support as explanations of the risky shift phenomenon. The diffusion of responsibility hypothesis and the risk as value hypothesis both had considerably greater amounts of support as explanations of the risky shift phenomenon. In addition, the arguments hypothesis was offered in the first chapter. The arguments hypothesis appeared to explain most of the risky shift results.

The study used a 3 × 2 x (2) repeated measures design. These factors were meant to test the arguments hypothesis, the diffusion of responsibility hypothesis, and the risk as value hypothesis. The factors varied arguments heard in a videotaped discussion, participation in discussion, and the cultural value associated with the items in the questionnaire.

Results indicated three significant effects. First, there was a significant tape main effect. Second, there was a significant items within subject effect. Finally, there was a significant items by discussion interaction.

The diffusion of responsibility hypothesis received no support in this study because a cautious shift was discovered on some items. The risk as value hypothesis received support because the tendency toward either risk or caution on an item is dependent upon the severity of consequences associated with each item. Both the risk as value hypothesis and the arguments explanation were found to be capable of explaining the significant tape effect.

The suggestions for future research indicated that the arguments explanation deserved more investigation. It was also suggested that a nonfactorial design might be more appropriate method of testing the effects of the risk as value hypothesis and the arguments explanation.

PARENT/CHILD COMMUNICATIVE INTERACTION PATTERNS INDUCED BY A HOME LEARNING TASK: A PRAGMATIC-LINGUISTIC ANALYSIS

Order No. 8003877

NICASSIO, FRANK JAMES, PH.D. *University of California, Santa Barbara*, 1979. 342pp.

This study investigates characteristic parent and child communicative processes, specifically with respect to their function during learning activities introduced into the home by a child's school. Home-based interventions are expanding from their preschool origins to include school-aged children and their parents. Underlying assumptions and prescriptive techniques, however, have been derived only from studies involving infants and preschoolers, observations of spontaneous discourse within the home, descriptive studies of diagnostically atypical populations, and out of context laboratory studies.

Scant information regarding elementary-aged children and their families inhibits practitioner and researcher in their ability to: (1) anticipate the communicative interaction patterns of parent/child dyads engaged in tasks introduced into the home of purposes of remediation; (2) judge whether the hypothetical relationship between parental teaching style and children's school achievement is operative in task-oriented interactions of parents and their *school-aged* children; (3) determine whether discernible differences in dyad task performance are related to children's school achievement, and; (4) estimate the relationship between a dyad's characteristic use of language, within the context of the home, and their problem solving performance. These rhetorical points were formalized into four questions for study.

Eighteen dyads of second-grade children and parents were divided into three mutually exclusive achievement groups. Dyads were then engaged, at home, in an instructional problem-solving task. Descriptive and performance measures were recorded as were communicative interactions. Verbalizations were coded into *speech acts* and mapped onto 35 x 35 matrices. Pairwise matrix comparisons were performed using the Quadratic Assignment Paradigm to discern patterning across achievement levels. Other statistical and descriptive analyses were performed.

The most consistent findings suggested: (1) a high degree of structural correspondence in the conditional use of language by dyads at all achievement levels; (2) a high degree of interactive control being effected by parents through the use of *solicitations*, irrespective of a child's achievement level; (3) a degree of intergenerational similarity in language function that tended to increase with rising achievement; (4) that parents of children at successively higher achievement levels use proportionately more *elicitory statements* to fix the identity of task relevant stimuli *for their children*; (5) that, in the manner of their parents, higher achieving children tend to *state* attributes of task relevant stimuli at proportionately higher rates than their lower achieving cohorts; (6) that parents of children at successively lower achievement levels use proportionately more *elicitory requests* to have their *children fix* the identity of task relevant stimuli; (7) that, consistent with levels of parental solicitation, lower achieving children produce *responses to requests* at proportionately higher rates than their higher achieving cohorts. Other language function, locus of control, and SES relationships are presented.

Prescriptive applications are discussed, as well as a model to synthesize the social and cognitive aspects of future research on parent/child interaction.

THE EFFECT OF INTERPERSONAL COMMUNICATION IN THE FAMILY ON THE FAMILY ROLE SATISFACTION OF THE MARRIED WOMAN

Order No. 8007809

PETRONIO, SANDRA SPORBERT, PH.D. *The University of Michigan*, 1979. 195pp. Chairperson: C. William Colburn

Operating from a modified model of Person-Environment Fit this study examines the effect of interpersonal communication on the role satisfaction of married women. Several questions are derived from previous research which identifies a shift from dependence on traditionally prescribed family roles to a reliance on personally defined roles. This shift has both positive and negative consequences for individuals in general and specifically for those who are married. A positive consequence is the increased sense of role satisfaction; a negative consequence is a greater amount of uncertainty and ambiguity due to dependence on one's spouse and oneself to guide behavior as a parent and marital partner.

Three areas of the role defining process are examined. They include: role adaptation, role flexibility, and disclosure of feelings. A multiple linear regression is used to explore the predictive power of these areas in relationship to wives' family role satisfaction.

The data are from a cross-sectional survey where seventy-six married women living in Ann Arbor, Michigan were interviewed. The findings suggest that married women are satisfied with their family roles when they are more effective in carrying out role responsibilities than they believe their husbands expect of them. This finding represents one effect the shift from reliance on traditional role definitions to dependence on personalized roles has on the married woman.

Implications for the use of the P-E Fit model in research on interpersonal communication and directions for further research are presented. In addition, a section is devoted to assessing the reliability of the P-E Fit theory. A series of linear regressions are employed to test the reliability of the theoretical assumptions of P-E Fit. The evidence found in these data are inconclusive and a definitive statement on the reliability of the P-E Fit theory cannot be offered regarding this study.

A MULTIVARIATE INVESTIGATION OF GROUP NORMS

Order No. 8000046

REDDEN, Eileen Margaret, Ph.D. Bowling Green State University, 1979. 73pp.

The purpose of this study was to develop a measure of group norms, and utilize it to investigate the nature of this construct. A thirty-two item instrument, based on Parson's pattern variables, was constructed to operationalize group norms. Two forms of the instrument were administered to two groups of subjects. Form I instructed subjects to respond

to the items as if they were in a primary group situation. Form II presented subjects with a secondary group situation, and instructed them to respond from that perspective. Three multivariate statistical models were then utilized to investigate the nature of the construct.

The results indicated that the construct "norm", as operationalized in this study, was defined by three major dimensions. These were labeled instrumental, affective, and relational concerns. It was also determined that, although groups in primary and secondary situations have the same basic normative concerns, they differ in the manner in which they respond to them. The area in which the two groups displayed the maximum difference was in the range of topics permitted during their interactions. The primary group allowed for a wide range of topics while the secondary group indicated that interaction should be confined to a narrow range of topics related to the task at hand.

THE COMMUNICATION OF IDENTITY

Order No. 8012702

RUNYON-LANCASTER, KATHERINE ELIZABETH, PH.D. *The University of Utah*, 1980. 155pp. Chairman: Dennis C. Alexander

Identity has been defined as that part of the self which can be communicated. Emerging from interaction, identity is complex and transitory. The traditional psychological approach to identity focuses on the individual. As conceptualized by Erikson, identity is defined as a single stage of human emotional growth to be resolved during puberty or adolescence.

In contrast, the interactionist approach suggests identity is never complete. It emphasizes the social situation within which identity is enacted. Multiple identities evolve to fit multiple situations over time, defining career identities.

Following the interactionist tradition, this study has attempted an investigation of naturally-occurring identities. The purpose of the study is to compare and contrast the expression of identities. The study is organized around the four identity questions: (1) What identities are being communicated? (2) Where are identities expressed and what difference does location make or themes developed? (3) Who wants to know? (4) When are particular identities engaged? The study is based on a comparison of identity descriptions expressed two ways: privately on the written Twenty Statements Test (TST), and publicly during monitored group interactions.

Librarians, library paraprofessionals, and teaching faculty at The University of Utah comprised the target populations. Sixty members of these three populations were randomly assigned to either the private or the public communication situation. Thirty people completed the TST and thirty other people formed ten groups which represented all possible combinations of the three populations. Pretesting of the group condition was conducted.

Analysis of the results of both communication situations depended on the thirty-category coding system developed by Gordon for analysis of the TST. This study marks the first attempt to extend this analysis beyond the written TST to a parallel verbal situation. The transcribed group interactions were divided into five-second intervals for coding and results were weighted to permit comparison with standard TST analysis. Reliability of the coding scheme was attempted using the Robinson intraclass correlation coefficient to analyze data provided by three independent judges.

The five most reliable and frequently used themes which emerged from analysis were Occupation, Psychic, Style, Sense of Self Determination, Sense of Unity and Territory, Citizenship. Overall comparison of group versus TST themes using the Friedman Two-Way Analysis of Variance yielded significant chi-square scores. Contingency tables using cross-tabs procedures pinpointed significant chi-square results for eleven themes across the two communication situations.

No statistically significant differences in theme content were found for the three occupational groups, even when two alternative statistical tests were used.

The group themes were further analyzed into time-relevant categories of past, present, or future according to the verb tense used in the context statements. Nine themes were found to differ significantly in time reference, with heaviest loadings in the current category of present tense. Two more themes, Family and Student, loaded most heavily in the past category.

Participant reaction to the group situation was studied qualitatively. Very positive reactions to the experience were expressed despite some initial confusion concerning task ambiguity. Since group discussions were unguided, a variety of general themes emerged among the various groups with an interesting panoply of illustrative stories used.

It is clear that the communication situation affects the thematic content of identity. Specifically, written and verbal self-descriptions differed significantly for many themes, a finding which challenges previous assumptions concerning identity.

POSITIVE CRITICAL INCIDENTS IN GROUP PSYCHOTHERAPY: A COMMUNICATION ANALYSIS (VOLUMES I AND II)

Order No. 8012418

SCANDRETT, SHARON LOUISE, PH.D. *The University of Iowa*, 1979. 614pp. Supervisors: Professors Albert D. Talbott and Eugene F. Gauron

Communication is a vital process in the art of psychotherapy. Review of the group psychotherapy literature reveals that little research has been done on communications. Particularly absent is systematic examination of communications within special positive, productive moments within the therapy process. These critical incidents in therapy are communicationally impactful moments that catalyze changes in the client's life. Thus the focus of this study is on examining what is most or least helpful communicationally within positive critical incidents in group psychotherapy. Greater understanding occurs on how people use other people's communications to change their own behavior. This information leads to insights about how and why therapy is effective.

This study (1) collects critical incidents in group psychotherapy in a more specific manner than has been done before; (2) separates helpful from nonhelpful communications by the analysis, through use of Stephenson's Q methodology, of self reports of group participants and one outside group leader about each critical incident, and (3) identifies patterns or trends within these communications which facilitate understanding of how and why psychotherapy is effective.

Seven critical incidents were collected from the middle phase of six ongoing, outpatient psychotherapy groups. Topics of the Q studies included self disclosures on: suicidal ideation, sibling incestrial relationship, paranoid reaction, loneliness, parental jealousy, sexual fantasies about a therapist and the expression of anger. Numbers of items per Q study ranged from 40 to 80, while four factors evolved for most studies.

The Q studies are discussed in detail with each factor presented separately, then a comparison of the factors within that study is made. A broader examination of eight parameters and four categories of factors, the client, the therapist, and group member factors as well as factors which explained the most variance, were made.

In general, this study found that examination of communication within positive critical incidents is possible, a communication framework is useful in the study of psychotherapy, communication patterns were identifiable from the Q studies, use of multiple reference points or perspectives is important, use of videotape is an accurate record of what occurred communicationally within the actual therapy session, and Q methodology is useful in objectifying subjective communications within an actual therapy situation. Client, therapist and group members often fell on differing factors which allowed for separate study of each participant category. Across all factors, inquiries were seen as most and least helpful, and therapist items were most helpful. Clients rated least helpful their own communications, but valued inquiry and feedback items which assisted them to self explore and be supported. Therapists valued the clients' right to make their own choices, yet rated least helpful detractive items which were disruptive to the client's work.

These findings have value for researchers of communication and of psychotherapy. Educators and practitioners certainly can use these findings to guide them in training and executing further study in facilitative interventions within group psychotherapy.

CROSS-CULTURAL COMMUNICATION AND THE ACQUISITION OF COMMUNICATIVE COMPETENCE

Order No. 8012420

SCHNEIDER, MICHAEL JOHN, PH.D. *The University of Iowa*, 1979. 483pp. Supervisor: Associate Professor James J. Bradac

This dissertation follows from the work of Sanders and others who suggest that alternatives to behaviorism ought to be considered for the study of some aspects of human communication. The term "cognitivism" is used to broadly characterize potential "scientific" alternatives to behaviorism. The main focus of this dissertation was to provide an empirical investigation of the assumptions of competing paradigms.

In order to examine these assumptions, a cross-cultural investigation of the acquisition of communicative competence was undertaken. The study was conducted to discover how members of a foreign culture, in this case Chinese, acquire communicative behaviors in a new culture, in this case American culture. The communicative behaviors examined were topic management strategies in interpersonal discourse. I argued that similar evaluations of the strategies by the different cultures would tend to support the "cognitivist" paradigm. On the other hand, differences between cultures in the evaluation of strategies would tend to support the behaviorist paradigm.

In addition to the question of paradigm choice, several lower level hypotheses were tested and several research questions were explored in this dissertation. These hypotheses and research questions concerned discourse patterns which exist in American culture, the expected responses of Chinese who had not learned American communication pattern, and the variables which might be associated with the cross-cultural learning of topic management strategies in interpersonal discourse.

To test the hypotheses and explore the research questions, an instrument was devised which asked American and Chinese subjects to rate different types of messages in different intention-situation contexts. Subjects also were asked to respond to a questionnaire about their backgrounds and attitudes. In addition, they responded to a "rhetorical sensitivity" instrument developed by Carlson. Eighty-nine Chinese and ninety-two Americans participated in the study. Several statistical methods were used to analyze the data.

The results of the study indicated that culture was an important variable which influenced subjects' judgments of topic management strategies. Several differences between cultures were found. Among the most important of these were that Chinese rated "topic change" messages higher than Americans rated them while Americans rated "same topic" messages, "probing" messages, and direct messages with dialogic intentions higher than Chinese rated them. These differences support the notion that the behaviorist paradigm is applicable to the study of interpersonal discourse.

Some similarities were found between the cultures. Both cultures rated "same topic" messages as more effective in "positive" situations than in "negative" situations, "probing" messages as more effective in "negative" situations than "positive" situations, and direct messages as more effective with "dialogic" intentions than with "strategic" intentions. A serendipidous finding, albeit a qualified one, was that members of different cultures seemed to perceive at least some of the strategies in similar ways. These similarities tentatively suggest the possibility of applying the cognitivist paradigm to the study of some level of interpersonal discourse.

THE MEASUREMENT OF MARITAL COMMUNICATION: A COMPARISON OF THE CONSTRUCT VALIDITIES OF A SELF-REPORT AND AN EMPATHIC ACCURACY INSTRUMENT IN RELATIONSHIP ANALYSIS

Order No. 8005939

SCHUMM, WALTER RICHARD, PH.D. *Purdue University*, 1979. 194pp. Major Professor: Charles R. Figley

A review of the literature indicates the importance of effective communication in the enhancement of marital quality and satisfaction. However, the foundation of reliable and valid measurement upon which research in family relationships is based is rather weak. Although some currently popular measures of marital communication may demonstrate limited reliability, none have demonstrated adequate construct validity. Furthermore, Fuhs and others have challenged the ability of self-report measures to provide an accurate assessment of actual communication behaviors. Instead, they have proposed the use of measures of dyadic empathy, based on accurate prediction of partner's attitudes, as a means of assessing the communications competence of the dyad. Couples who communicate accurately and efficiently should understand each other more accurately. The overall goal of this study was to evaluate the comparative merits of both approaches to measuring marital communication.

An abbreviated form of the Barrett-Lennard Relationship Inventory (RI) was adopted as the self-report measure since it appeared to offer the greatest reliability and validity of current measures. The measure of dyadic empathy or empathic communications competence was based on the ability of one spouse to predict the other's evaluation of the spouse's communications skills and regard. Measures of marital conflict, marital conventionality, perceived sensitivity of spouse, belief in the ability of people in general to empathize, and frequency of positive and negative communication, as well as marital satisfaction were used to test models of marital interaction.

The measures were administered to 83 rural couples and 98 urban couples in Kansas, as part of a larger project on the quality of family life in rural and urban areas. The couples were selected randomly from one rural town in southeastern Kansas and from the urban center of Wichita. The couples were predominately white, Protestant, middle-aged, and all had at least one adolescent living at home. Because the distribution of responses to the items measured did not significantly differ between samples, the samples were pooled in this analysis.

The majority of hypotheses pertaining to the self-report approach were supported; in contrast, the majority of hypotheses related to the dyadic empathy approach were not supported. Although too few variables were measured to permit a complete evaluation, the construct validity of the self-report approach appears to be superior to that of the dyadic empathy approach. Cronbach's criticisms of the accuracy of prediction methodology appear to be confirmed in this study. Implications for clinical diagnosis and future research are discussed.

GIFTED-STUDENT ROLE AND VERBAL INTERACTION IN COUNSELING GROUPS

Order No. 8003331

SMITH, MOLLY W., ED.D. *Baylor University*, 1979. 120pp. Major Professor: Dr. W. C. Williams

Problem. The purpose of this study was to investigate the possible significance of gifted student role and sex in the sequence of verbal contribution in counseling groups.

Procedure. The sample consisted of 47 students from Temple High School, Temple, Texas. A total of twelve students was drawn from each of the ninth, tenth, and twelfth grades, and 11 students were selected from the eleventh grade. These students were identified as being gifted on the basis of scores from the California Test of Mental Maturity, an IQ test; and the Short Test of Educational Ability, an aptitude test. An IQ of at least 120, and an aptitude percentile rank of 90 or above were required for a student's inclusion in the study. Both tests had been administered previously as part of a schoolwide testing program. Counseling groups were formed at each grade level. Introductory sessions were conducted for the purpose of getting the students acquainted. Three data collecting sessions were then conducted on separate days immediately thereafter. The gifted students used the Feshbach Situation Test before each data collecting session to select a role that he/she felt described him/her best. The Feshbach role descriptions were then used as a focus for discussion in the groups. The Feshbach instrument consisted of sixteen story situations involving secondary school students. As interaction in the counseling groups began, observers/raters recorded the point at which each group member talked. With this procedure, the sequence of the interaction was preserved. Two observers having prior experience recording verbal interaction gathered data at all twelve sessions. Three additional observers gathered data at four sessions. Records made by the latter three were used for comparison to calculate the reliability of observation by the two primary observers. The Scott method was used to establish rater reliability.

Data were analyzed by means of a chi-square test of independence and Cramer's phi correlation. The latter was used to determine the strength of chi-square results.

Findings. The major null hypothesis was as follows: verbal "following behaviors" of gifted secondary school students in counseling groups are independent of student role and sex. From this general hypothesis, nine specific hypotheses were generated. Data gathered to test two of these hypotheses were insufficient for computation of chi-square. The remaining seven hypotheses were rejected at the .01 level of significance.

Conclusions. It was concluded that verbal "following behaviors" are not independent of student role and sex. Patterns in verbal "following behaviors" do appear to persist across grade levels. Dependent students and flexible students seemed to prefer following each other in the verbal interaction. Rigid, conforming students followed members of their own role group. Independent, assertive students also followed rigid students in their verbal behavior more than would be expected by chance. Neither the dependent, passive students, nor the rigid, conforming students interacted verbally with any significance after the talk of the other.

Recommendations. It was recommended: (a) that videotaping the interaction might assure greater accuracy in recording the verbal interactions; (b) that the generalizability of findings could be increased by gathering data in several high schools rather than in just one high school; (c) that a study based upon role perception of other students in addition to self perceived role would be of interest; (d) that other variables such as age and ethnic background as well as role and sex might be investigated; (e) that students in general rather than gifted students might follow patterns of verbal interaction quite dissimilar to those found in this present study and should be investigated.

THE EFFECT OF VARYING DEGREES OF ENCAPSULATION ON VERBAL COMMUNICATION, TARRY TIME, AND IMAGINATIVE PLAY BEHAVIORS OF YOUNG CHILDREN

Order No. 8009189

SUSKIND, DIANE LEE, ED.D. *University of Illinois at Urbana-Champaign*, 1979. 145pp.

The present study examined the effect of varying degrees of encapsulation on children's behavior within three indoor play settings. In previous studies conducted by Gramza (1970, 1973), the value of encapsulation was demonstrated in an indoor laboratory setting. This investigation extends this concept of encapsulation into naturalistic play settings within a nursery school, a day care center, and a kindergarten, to determine its effect upon the play of preschool children.

The research hypotheses considered were: (H_1) Varying degrees of encapsulation produce significant differences in the quantity of verbal communication. (H_2) Varying degrees of encapsulation produce significant differences in tarry time. (H_3) The likelihood of the occurrence of imaginative play behavior differs significantly with varying degrees of encapsulation. (H_4) The frequency of the occurrences of imaginative play behavior differs significantly with varying degrees of encapsulation.

The subjects were 40 children in a nursery school, day care center and kindergarten in Urbana, Illinois. The experimental variable was the degree of enclosure. The non-encapsulated space (NE) was defined by a 5 by 7 foot duct-taped area. The semi-encapsulated space (SE) was a Eureka-Mojave mosquito net tent. The total-encapsulated space (TE) was an opaque pup tent.

For H_1, verbal communication was assessed by the number of words spoken between two children. A significant difference at the .05 level was found between the mean verbal communication of setting NE and the mean of setting SE. The greater verbal communication occurred in the semi-encapsulated space than in the non-encapsulated space.

For H_2, tarry time was defined as the time between one end point in speech and the next beginning point in speech expressed as the percentage of silent time during the observation. The recordings were electronically processed to obtain a numerical representation of the audio levels which was suitable for computer analysis. A significant difference at the .05 level was found between the mean tarry time in setting SE and means of setting NE and setting TE. That is, there was significantly less tarry time in the semi-encapsulated space in the other two areas.

Instances of behavior which fit the Sanders and Harper's categories (1976) and Suskind's themes were counted to test H_3 and H_4. The instances varied in length from brief acts to elaborated encounters between the subjects. Differences in the likelihood that imaginative play would be observed in a given setting at least once were not significant across the varying degrees of encapsulation. However, the frequency of occurrence of imaginative play behavior differed significantly with the degree of encapsulation. The mean frequency of imaginative play in setting TE was greater than the means of settings NE and SE at a .05 level of significance.

A related finding was that television themes dominated the observed imaginative play behaviors.

PROCESSES AND CONSEQUENCES OF CONVERSATIONAL STYLE

Order No. 8000537

TANNEN, Deborah Frances, Ph.D. University of California, Berkeley, 1979. 250pp.

The study examines the linguistic devices which make up conversational style, and the effects of their use in interaction with others whose styles differ and with others whose styles are relatively similar. All speakers seek to fulfill the universal human wants to feel connected to other people and to be left alone. The application of broad operating principles (conversational strategies) in the service of these goals results in clustering of devices which yield co-occurrence expectations associated with particular styles.

Based on two and a half hours of conversation taped at a Thanksgiving dinner, the speech of six participants is analyzed. The devices making up each person's style are isolated and shown in operation in interchanges with the other participants. When habitual use of and expectations about the intentions of particular devices are shared, communication is rhythmically smooth and demonstrably satisfying. However, when such use and expectations are not shared, conversation breaks down rhythmically, and participants show evidence of discomfort, confusion, or dissatisfaction.

Dimensions along which devices differ include: relative personal focus of topic; paralinguistic features such as pitch, loudness, pauses, voice quality, and tone; pacing through overlap, timing of utterances with respect to preceding utterances, and rate of speech; choice of lexical items and syntactic forms. Devices employing these features include: the use of questions; expectations about overt demonstration of enthusiasm; methods for getting and keeping the floor; topic cohesion; telling of narratives in conversation; and irony and humor.

An integral part of the analytic method is playback, during which participants individually listened to the tape and explained their understanding of what was going on. This made it possible to ascertain the impressions the conversation made upon each participant; how such impressions compared to the conscious intentions of the other speakers; and how their use of conversational devices contributed to those impressions.

While each speaker in some sense exhibited a unique style, there were patterns within the group by which some participants used many devices in similar ways, while others clearly differed, with the result that devices were more "successful" when interactants shared expectations about their use. In a broad sense, one subgroup was operating on a strategy which placed the signalling load on interpersonal involvement rather than honoring first others' need not to be imposed upon (hence a "rapport-based" strategy). In the others' system, the signalling load was often on the "considerateness" (or defensive) function, with frequent resultant focus on objective rather than personal matters (hence a "decontextualized" strategy).

The three whose strategies were most similar and whose styles tended to "dominate" the interaction were from similar cultural backgrounds, having grown up in New York City. Two whose styles differed were from Los Angeles, while the speaker whose style differed most noticeably had grown up in England. Although there is no inherent disposition toward particular stylistic devices associated with cultural background, yet ethnic, national, or class identification often involves one, while growing up, in social networks in which particular linguistic devices are regularly exercised and thereby learned. Thus an understanding of conversational style explains in part what often appears as clannishness among members of certain groups or prejudice on the part of others. Similar conversational styles contribute to the pleasurable sense of "harmony," of "being on the same wave length," that often accompanies conversation with speakers of shared background, while disparate styles create a sense of dissonance which can lead to mistaken judgments about others' attitudes abilities and intent.

AN INVESTIGATION OF THE SENSITIVITY TO NONVERBAL COMMUNICATION OF LEARNING DISABLED AND NORMAL CHILDREN

Order No. 8004639

THOMAS, CAROL HOLLINGSWORTH, ED.D. *University of Virginia*, 1979. 142pp.

Learning disabled children and adolescents have been observed to be less able than their normal peers to correctly interpret the feelings, attitudes, and intentions of others. Since much of the meaning attached to feelings and attitudes is expressed through nonverbal channels of communication, the present study was undertaken in order to empirically investigate the abilities of learning disabled children to identify nonverbal cues. Specifically, the major question addressed was whether or not learning disabled and normal children of different age levels and sex differed in their ability to identify communications of varying emotional content presented through the nonverbal channels of facial expression and body movement.

Children and adolescents classified as learning disabled by school personnel and children and adolescents not identified nor suspected of needing special education services were the subjects for the study. According to group membership, age, and sex, the independent variables for the study, a total of eight groups of 10 subjects each were formed: (a) younger male LD, (b) younger female LD, (c) older male LD, (d) older female LD, (e) younger male normal, (f) younger female normal, (g) older male normal, and (h) older female normal.

All subjects viewed the Children's Video PONS Test, a silent film of an adult female portraying emotional states through either facial expression or body movement in 40 separate scenes. The dependent variables for the study were the seven scores obtained from administration of this test: (a) face and body, (b) face, (c) body, (d) positive-dominant, (e) positive-submissive, (f) negative-dominant, and (g) negative-submissive.

Analysis of the data was made using seven separate 2 x 2 x 2 (group membership x age x sex) factorial analyses of variance tested at the .05 level of significance. The experimental results concerning the main effects revealed: (a) significant differences between learning disabled and normal subjects for three of the dependent variables: identification of cues presented through facial expression plus body movement, facial expression alone, and for content which combined positive affect with dominant expression; (b) no significant differences between younger and older subjects for any of the seven dependent variables; and (c) no significant differences between male and female subjects for any of the dependent variables. Of the possible interactive effects between independent and dependent variables only one attained significance. A significant two-way interaction between group membership and sex was found for communications which combined negative affect with submissive expression. For normal subjects, males scored higher than females on this particular variable. For the LD subjects, however, females attained the higher scores.

In summary, no significant differences were found between younger and older subjects or between male and female subjects in identifying communications presented through the nonverbal channels of facial expression and body movement. For subjects classified as either learning disabled or normal, however, learning disabled subjects made significantly lower scores than normal subjects on communications portrayed via facial expression and on communications which were positive-dominant expressions of emotion. The results of this study, therefore, generally support both observations and previous research indicating that learning disabled children do exhibit deficits in interpreting at least some aspects of nonverbal communication.

EFFECTS OF COMMUNICATION SKILLS TRAINING ON ROOMMATE RELATIONSHIPS AND ACADEMIC ACHIEVEMENT

Order No. 8005818

WALDO, MICHAEL CHARLES, PH.D. *The University of Utah*, 1980. 72pp. Chairman: Weston H. Morrill

Communication skills workshops were held for students living in University residence halls in an effort to improve the quality of roommate relationships. The workshops focused on developing participants' skills at listening, self-disclosure, value clarification, and conflict resolution. Workshops were led by residence hall staff (three hall directors and six resident advisors) and were attended by 37 female and 43 male students. Two experimental designs were employed to assess the effects of the workshops on measures of the quality of roommate relationships and on student academic achievement. One design employed repeated measures as follows: Just prior to the workshops, just after the workshops and three months following the workshops. Assessment was made on a group of 10 females and a group of 11 males who experienced the workshops (experimental groups), and on a group of 10 females and a group of 11 males who were on a waiting list to participate in workshops at a later time (control groups). Comparison of premeasures and postmeasures indicated that all students showed a significant improvement in their roommate relationships, with females showing a significantly greater increase in relationship quality than males. Comparison of posttreatment and follow-up measures showed no significant change in relationship quality between these periods. Females' scores continued to be significantly higher than males'. Comparison of experimental and control groups indicated no significant differences in prescores, postscores, or follow-up scores. The experimental groups showed a tendency to have higher scores than the control groups on the follow-up measure.

A second design assessed four groups of students as follows: Nine students who had participated in the workshops with their roommates, 20 who participated but their roommate did not, 5 students who did not participate in workshops but their roommate did, and 25 students who had no contact with the workshops. The quality of roommate relationships and academic achievement of the groups were measured three months after presentation of the workshops. The groups showed no significant differences, however mean scores showed a trend for students who participated in workshops with their roommate to develop better roommate relationships than those who did not. All students who participated in the workshops were asked to complete a questionnaire evaluating their experience. The average of ratings returned by 71 students indicated that the majority of participants felt the workshops were very helpful.

THE USE OF LANGUAGE REPRESENTATIONAL SYSTEMS BY HIGH AND LOW MARITAL ADJUSTMENT COUPLES

Order No. 8000971

WILIMEK, Jay Frederick, Ph.D. The University of Utah, 1979. 83pp. Co-Chairmen: Robert E. Finley and Adelaide J. Fuhriman

Predicates used in speech (verbs, adverbs, adjectives, and nominalizations) have been hypothesized by Bandler and Grinder (1976) to provide natural language representations of the sensory perceptions that an individual has relied on to gather information about the world. Bandler and Grinder suggest that language representational systems play an important role in interpersonal communication. Representational systems have also been hypothesized to affect the quality of interaction between marital partners (Bandler, Grinder & Satir, 1976).

The present study investigated language representational systems in the natural language of high-adjustment and low-adjustment married couples. Two groups of subjects, with 12 couples in each group, were selected on the basis of their Dyadic Adjustment Scale scores, and then compared for differences in their use of speech predicates in samples of natural language. Ratings of the predicates used by each subject to describe satisfying experiences in a five-minute monologue and to describe upsetting experiences in a second five-minute monologue were a dependent variable. These ratings were also compared to another dependent variable, the subject's ability to use mental imagery, measured by the Betts QMI.

Analyses of the data indicated that married people used significantly more auditory predicates and fewer visual predicates when they described upsetting experiences than when they described satisfying experiences. High-adjustment couples use significantly more kinesthetic predicates in descriptions of upsetting experiences than in descriptions of satisfying experiences, while low-adjustment couples showed no differences.

Individuals in high-adjustment marriages evidenced significantly better auditory and kinesthetic imagery on the Betts QMI than individuals in low-adjustment marriages. Correlations between the auditory, visual, and kinesthetic scales of the Betts QMI and the use of auditory, visual, and kinesthetic predicates in a natural language sample were low.

Extending Bandler, Grinder, and Satir's (1976) theory about representational systems to these data, it appears that married people become more aware of auditory experience when they are upset (particularly low-adjustment wives), and less aware of their visual experience. Also, spouses in high-adjustment marriages become more aware of their feelings when upset, while individuals in low-adjustment marriages do not become more aware of their feelings.

These trends may be related to the poorer auditory and kinesthetic imagery of the low-adjustment couples, as poor imagers have demonstrated more confabulation of the original stimuli in their images than good imagers (Sheehan, 1966). This deficit may promote verbal disagreements over differences in the recalled perception of low adjustment spouses' shared experiences.

TRUSTING RELATIONSHIPS AND SELF-DISCLOSURE IN DYADS

Order No. 8001643

WILSON, GERALD LEROY, PH.D. *The University of Wisconsin - Madison*, 1979. 110pp. Supervisor: Associate Professor Joseph N. Cappella

This study was undertaken to address two issues: (1) is there an experimentally demonstratable relationship between trusting/distrusting and self-disclosure, and (2) If this is the case, will self-disclosure act as a "persuasive symbol" of intended trust and thereby mitigate against the distrustful relationship?

The subjects in this study were exposed to a manipulation in which they had the opportunity to form an impression of the trustworthiness of a same-sexed confederate. Then the subject had an opportunity to talk to the confederate and offer his or her opinion about a discussion question. Next, the subject was exposed to a second manipulation which varied the self-disclosure, high or low, as prescribed by a script. Finally, the subject talked again to the confederate in response to a second discussion question. The responses of the subject after each manipulation, time one and time two, were analyzed for intimacy and breadth of self-disclosure.

The theoretical framework for this first research question was centered on the argument that trust should lead to further trusting and a deepening of the relationship. Conversely, it was expected that distrusting should lead to a disengagement or withdrawal from the relationship. Trusting involves risk taking, i.e., the act of disclosing indicates trust and is a risky act in that the trust may be either violated or kept. If the trust is kept, we can expect engagement; if the trust is violated, we can expect disengagement. The data for depth and breadth of self-disclosure support this analysis. When the subjects trusted the confederates, they demonstrated that trust by self-disclosing more intimately and with greater breadth than their counterparts who distrusted their confederates.

After the initial manipulation of trust, the confederate self-disclosed to the subject. The subject's responses were analyzed for depth and breadth. Previous literature on impression formation suggested a primacy effect with subsequent self-disclosure not altering the initial effects of the trust manipulation.

The data for depth and breadth of self-disclosure did not fully support this theoretical explanation. The data associated with depth indicated a narrowing of the gap created by the initial trust manipulation. Unfortunately, this narrowing is not different in the high versus low confederate disclosure conditions. The breadth of disclosure shows a narrowing of the gap created in the initial trust manipulation especially due to an increase in the distrust, high confederate disclosure condition. The gap narrows to a point that the difference is no longer significant between the trusting and distrusting conditions. One explanation for these negative results was the confederate self-disclosure scripts used at the second manipulation. The high self-disclosure script may have been too high, thereby causing the subjects to assume that this was an inappropriate interaction. Subsequent testing revealed that subjects who read the script believed that it was somewhat inappropriate in its content. Coding the low self-disclosure script revealed that it was actually mid-range in its level of intimacy. It was concluded that a careful reformulation of the scripts might allow them to perform their intended purpose and thereby provide less ambiguous results.